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VOLUME XVIII., NUMBER 10.
Whole Number 483.

NEW YORK, MARCH 5, 1881.

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The Times.

By Uncle Philip.

The use of malt liquors such as ale and lager beer has doubled in ten years. In 1880, taxes were paid on over 414 million gallons. This is over 150 mugs for every man, women and child in the country. If the females and children are left out it amounts to over 600 mugs for every man over 21 years old. As there are a great many who do not drink any and a great many who drink but a little, there must be a large number who drink from five to ten mugs per day. This will soon entitle this country to the reputation of being a beer guzzling nation. How much would all this come to at five cents a glass, for that is what was paid for it? Why the enormous sum of $375,000,000 or about $7.50 for every man, woman and child in the country. Now that enormous sum is a quarter more than the cost of the United States government—the post-office, the ships, the army, Congress and all. This is no mistake or miscalculation. It is what the brewers themselves declare. It is a stupid waste of much hard earned money.

Turkey carpets and rugs are much sought for in this country. The Smyrna carpets are all made in Ouchack, in the province of Anatolia. Here about 4,000 persons are employed, 3,000 women, 500 girls, and 500 men—the latter wash and dye the wool, the others weave it. The work proceeds very slowly, as it is all done by hand; each weaver produces only ten inches of carpet two feet wide a day. About 115,000 yards are woven here in a year, and half of it goes to England. This shows that England is the great commercial nation of the world. The pay to each workman averages one dollar per week. Of course, they do not use many yards of this valuable carpet in Turkey, the people are too poor; they manufacture for richer nations.

People are flocking to this country in large numbers. It appears that 327,371 foreigners landed at N. Y. City last year; of these 104,000 came from Germany, 66,000 from Ireland, 33,000 from England, 34,000 from Sweden, 11,000 from Italy, 9,000 from Scotland and so on. One bad thing is that foreign countries encourage their poor people to come here; so that we have their worst instead of their best. In some cases they even ship us loads of paupers, of blind, of lame, of cripples and of beggars.

What is justice? The laws are supposed to be founded on just principles, and the courts are supposed to administer these properly. Well, let us see. In Hackensack, N. J., a man stole a ham and he was sent to the penitentiary for five years. In the same town the cashier of a bank stole $175,000 and he was sent to the penitentiary for five years also. The ham was worth a dollar and at that rate the ham stelear should have been kept in fifteen minutes. See if this is ciphered out correctly. It is a mathematical problem. A stealer of $175,000 is imprisoned for five years; how long should a stealer of a ham worth $1, be imprisoned?

This country has such vast prairies that it raises an immense number of cattle. One "beef-factory" in Arkansas, kills 30,000 oxen each year. And every part of the animal is useful. The blood flows into tanks, is dried and sold for fertilizing purposes; the lean meat is boiled and put into cans and exported; the hides are made into leather; the fat is made into soap; the bones are boiled until soft and then made into fertilizers; the water in which the beef is boiled is evaporated and extract of beef produced; from the feet "neat's foot oil" to soften leather is made; the horns are used for jewelry; the shin-bones are used for buttons, and the hair for mixing mortar, and the tufts at the end of the tail are used for ladies frizzes!—*Scholar's Companion.*

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New York, March 5, 1881.

Eastern Office of the Journal.

The SCHOOL JOURNAL and all of our publications can be found at Mr. Willard Small's, No. 14 Bromfield St., Boston. Mr. Small is well known to the teachers of the New England States; he takes a special interest in circulating educational books and periodicals. He will receive subscriptions for the SCHOOL JOURNAL, TEACHERS' INSTITUTE, and SCHOLAR'S COMPANION, and act as general agent for our publications. Please call on him.

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You may shirk the movement, but you are responsible for you are the leaders of the teachers, at least, you have title and the the pay. Now say the word—Advance.

Peter Cooper.

There is no man in the city of New York held in higher esteem than this venerable philanthropist. He has reached his ninetieth birth-day, and signalized it by giving away $100,000 additional to Cooper Institute. His money came from hard work; beginning life as an apprentice to a soap-maker, becoming a mechanic, and he became a thinker and identified himself with some of the most remarkable mechanical, commercial and manufacturing achievements of the nineteenth century. Acquiring money, he has used it as a trust to be administered for the public good. He has continued to sympathize with everybody who works for his bread. He has never forgotten that he was once poor himself, nor has he been ashamed of it.

Cooper Union is the pet child of Mr. Cooper. He has made a school where men and women may fit themselves for industrial pursuits, and thus render themselves intelligent and independent workmen and work-women. Last year the income was $45,000, and this was all freely expended for the good of others. He has thus set an example which we hope will be followed by others, but whether this is done or not all will unite in rendering him the honor which is justly his due.

The Teacher the Soul of the School.

Ralph Waldo Emerson is credited with the utterance of profound truths on nearly all subjects; but in his advice to his daughter he touched an educational high-water mark. When asked by her whether she should study Greek, botany, or metaphysics; he wrote back saying that *it made no difference what she studied: the question was with whom she studied.*

Now, if this is true, and no one doubts it, why is it not put in practice. Some will say there is a lack of money to hire such teachers. This is not the reason; of all skilled laborers the teacher is willing to work the cheapest. The true reason is that a dense ignorance prevails of what teaching is; many people suppose they have it in the school house near them, when it is but the shadow of it.

Let us turn for example to the great State of Iowa and examine the statistics for the year 1880. We find 17,755 persons were examined as applicants for licenses to teach and got them. Of this number 2,680 *had had no experience as teachers* and 2,777 had taught less than a year, probably a term of three months. Thus the State of Iowa had 5,451 persons in 1880 attempting to practice the most difficult of arts, and yet wholly ignorant of its principles. That is one-third of the teachers were trying to teach, experimenting, struggling along in ignorance—the blind leading the blind.

There will be many who read this who will find reasons as plenty as blackberries why it is the best plan under the sun, and why it should go on forever. And what is curious enough, the best apologists will be among the teachers themselves! There is he who graduated from college, and because he knew Latin and Greek considered himself a prodigy of learning; he "taught school for a while," so he says, and thinks he did it well; there is he who found he must teach a class in Algebra, and knowing nothing of this mysterious branch of science, kept the matter a secret, studied at night, and thus kept ahead of his class just one day; he tells us he had a fine school. If we travel through the country, we shall find nearly every intelligent man and woman has been a teacher (?)

Now it is time that this farce was ended. The young man or woman who "gets a school" takes a school", or in other words, is put in charge of a school—does not necessarily TEACH. You get *teaching* when you get a *teacher* and in no other case. Hence, in the State of Iowa during 1880 one-third of its schools were without teachers; yes, without *teachers*; there was a young man or young woman in each of those schools the required number of hours per day, and there was a grinding out of lessons, and a payment of salaries—but teaching how could there be?

As to the cost of this experiment allow a word or two. The average monthly payment was near $30, the average duration of the school seven and a half months, and hence the cost to the tax-payers of these 5,451 experiments was one million one hundred and twenty-seven thousand five hundred and seventy-five dollars ($1,127,575.) Just look at those figures! The children of one-third of the great State of Iowa asked for bread and they got a stone. Yet taxes of over a million of dollars were laid out in this way. It has no excuse except—that of custom. When a man is sick he steers clear of apprentice doctors, but apprentice teachers these he considers the proper thing.

Now, Iowa is a splendid State; her schools are just as well managed as those of New York. All of the public schools still hug the delusive phantom that anybody can teach a school. This is the foundation of the American Public School System, and a miserable, rotten, shabby, deceptive, much-lauded underpinning it is too.

Who Shall Teach?

It is certainly a half century since the incongruity of allowing any one who felt disposed thereto to occupy the place of the teacher was discovered. This feature has delayed our educational progress. Its wastefulness of time and money not only, but of the growing powers of childhood have been from time to time discussed, but apparently with little success; at the meetings of teachers they prefer some theme that is as far from home as possible. Instead of taking hold of the matter, and facing the difficulty they have ignored it.

"Any one can teach" has become a corner-stone of the American system of education. The author of a system of drawing took great pains to inculcate the idea that "any one can learn to draw." But with all his efforts added to those of succeeding drawing masters, the majority of people doubt the theorem, "any one can learn to draw." But Mr. Chapman never intended to have it understood that "any one can learn to draw" without a long training under a skillful master. But most people think "any one can teach school." They imbibed the idea in early infancy by going to school to one who knew nothing of the art of teaching, and have practically demonstrated the theorum by teaching school themselves.

The average American implicitly believes that "any one can teach school." If a young man is rather "delicate," why, he teaches school. If he is "trying to get an education," he teaches school. If he is preparing to practice medicine he teaches school for awhile. In fact it is the

employment that the deluded public think any person is fitted for—no matter what his antecedents.

A young man entered a Western town and incurred a bill at the hotel—while looking for work. Being unable to pay his bill the accomodating landlord informed him that there was need of a teacher and he could earn enough money to settle his bill, by teaching.

"I told him I had never taught a day, but he declared this made no difference, and so I was appointed." This employment introduced the young man to the citizens, and he considered it a fortunate thing for him, and he always referred to it as a valuable stepping-stone. The good to the teacher is admitted; the good to the pupils is emphatically denied.

That such a system is in full blast to-day shows simply the woeful ignorance of the parents. They have been accustomed to the coming of a "new teacher" at short intervals; and it does not seem to have ever occurred to them to apply the same solid common sense to this that they do to other work. But is it not time the people aroused from this profitless mode of doing business, or rather from this mode of not doing it? Seven millions of dollars is expended by the Empire State yearly for salaries of teachers, on the principle, "*Any one can teach school.*" Look around. Find a corporation, a railroad, a bank if you can which carries on its business in this way.

Who Should Teach.

The Board of Education of New York City, conscious that its educational system fails to attain the results expected of it, are casting about for a remedy. They seize hold first of the course of study and propose some changes, a little more German and French and a little less Grammar, and oral teaching of history down to 1753. All of these changes will do little good. The remedy must be of quite another sort. BETTER TEACHING is what the New York schools want; and Freedom to teach as well as they can, the teachers must have; and Recognition of excellence they deserve.

The first thing to be done—radical and rough as it may seem, is to shut up the "examination room" and never open it again. It would be a glorious thing if New York would set the fashion of *abolishing the examination of teachers*, an invention of an age that could do no better. In the place of this let each and every applicant show his Educational Diploma. Let him produce the evidence that he has studied EDUCATION under the direction of those who understand the subject and that he has learned it. Let him further satisfy the Board of Education that he has made a success in practicing his art, or if he has just graduated at an Educational College let him be taken on trial.

It may be thought that not enough could be found to supply the vacancies; but demand and supply would soon balance each other. The Educational Schools would be sought for, they would raise their present low standing and we should have a beginning of an era when EDUCATION would be practiced by those who understand it.

We therefore suggest to the New York Board of Education, to begin in 1881, this proper and just plan for obtaining teachers. We do not guarantee that every graduate of an Educational School will prove an expert teacher; but it is a well known fact that such graduates rarely fail.

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

Lessons in Morals.

D. G. WRIGHT.

The great principles of right and wrong must be taught to pupils if we wish them to be learned. And this teaching must not be dogmatic, nor done in a perfunctory manner. If a pupil doubts whether his teacher believes and practices what he recommends him to believe and practice his spiritual nature is at a stand still. Incidents will occur that will give an opportunity to instruct in reference to the mighty distinction between right and wrong.

A teacher had sent out his pupils to recess and was overlooking them from a window when he saw a boy strike another much smaller than himself. Sending for him, he inquired the cause, and finding it was because of "calling me names," determined to bring it before the school. All being in their places, he said.

"Frank, you struck George at recess I believe?"

"Yes, Sir."

"Why did you do it?"

"He called me names."

"I see; but is that a good reason. Suppose Edward Smith, (the largest boy in the school,) had called you names, would you strike him?"

At this there was a laugh.

"I judge you would not, because he is larger than you. Hence you mean to avenge your wrongs—provided the party is smaller than you are. This strikes me as a poor principle. I grant it is not a pleasant thing to be called names, it is on the whole disagreeable, but your plan would put us back to the dark ages when 'Might made Right.' I have desired the school to be conducted so that the weakest would have as good a chance as the strongest. Suppose you were a cripple and in very poor health at that. Would you not feel justly agrieved if you were beaten by every one stronger than you?"

"Yes sir, but he ought not call names."

"I admit it; but do not believe your plan will cure it; in fact you can see it will only cure those who are weaker than you are. Suppose that Edward Smith (I hope he will excuse me for making a supposition so very unlikely) should call the rest of the scholars bad names; they would be helpless accordingly to your plan. But, George, why did you call him names?"

"Because he kicked one of my marbles away."

"Did he do it on purpose?"

"I don't know sir."

"Here we have what would soon lead to trouble, and I want all to consider the question. I will now appoint a committee to report to us their views on Wednesday."

The teacher had met with his committee and the report being fitted to the case, on Wednesday the matter was brought up again, by the teacher saying:

"On Monday last there was some trouble on the play-ground. Frank kicked George's marble"—

"I did not do it intentionally."

"And George called Frank an improper name. Then Frank struck George. As such conduct would put an end to pleasure on the play-ground, I appointed a committee to report. Is the committee ready. If so they may report."

At this two boys and one girl came forward and set at the right of the teacher. The oldest rose and read from a paper as follows:—

"We have considered the matter and think it will be impossible to enjoy ourselves if each one tries to correct the wrongs he suffers. For in the first place, there may be a mistake, and secondly, being angry, he may overestimate his injury, and thirdly, he may not be strong enough to punish his antagonist. It is a mark of advancing civilization to leave the settlement of injuries to other parties; children should go to their parents; pupils to their teacher; and adults to the courts of justice. Hence we think Frank was decidedly in error, and recommend the the following resolution for adoption. *Resolved* that the pupils of this school should not attempt to settle up their difficulties but report them to the teacher. *Resolved* that we will in every way attempt to keep up a good state of feeling among each other and discourage unkind words and feelings. Your committee now beg to be discharged."

The committee having retired, the teacher rose and said:—

"That is about the state of mind I suppose the school to be in. And I am much obliged to the committee. Now should we adopt the resolutions? I think we had better let them remain before us for a day or too. It is easy to adopt a resolution, but hard to live up to it."

"When troubles occur on the play-grounds those who are right minded should immediately try and settle the difficulty. In this case, if Frank had ran and got the marble and handed it to George saying "please excuse me," there would have been no farther trouble. And this he would have done if it had been at a party. Now if some others had gone and got the marble it might have prevented further trouble. So that I want each one to try and smooth over the little abrasions that occur here."

In a few days after the resolutions were adopted, both George and Frank voting for them.

IT would be most lamentable if the good things of this world were rendered either more valuable or more lasting; for, despicable as they already are, too many are found eager to purchase them, even at the price of their souls! —COLTON.

For the NEW YORK SCHOOL JOURNAL.

Lessons in Art.

BY N. P. BRIDGMAN.

There is much said about the beautiful, by people who know little of its laws. A picture, a carpet, a dress-pattern is said to be pretty, or beautiful and yet the person who says this has no clear idea why it is beautiful. There is little said on the subject of beauty in school, and most pupils go forth without an idea of the elements that render an object beautiful.

A method which I have employed has given much interest to my pupils and has been of real value. I give talks on Beauty and suspend drawings of a very simple kind to illustrate the great cardinal principles. SYMMETRY. I show this with a wild rose, a fern, or a branch from a rose-bush, or pointing to a pine tree. I put a snow flake under my microscope and thus show that symmetry goes into the crystal kingdom as well as into the flowery kingdom. I give for a definition of symmetry this: *Symmetry is a perfect equality of form on either side of a line (generally straight) opposite parts equally balancing each other.* It has reference to the relations of parts to the whole; it requires that the dimensions adopted for one member should be adopted for every other member. I then ask them to bring in pictures that exemplify this principle. When these are presented I ask them to point out the symmetry. It leads to much discussion.

UNITY. This I define as *the assemblage of the separate portions into the whole.* It is the first condition of beauty. Each part must have intelligible relation to the whole. That is, all the parts must be in harmonious relation and keeping; so as to be recognized as portions of the whole. Several pictures, though beautiful in themselves, may not be when joined This shows that thought is the basis of Beauty. Confusion and contradiction must be avoided and the proper correspondence of parts kept constantly before the mind as the chief thing. There must be variety, yet never so much as to impair the unity.

CONTINUITY. This is *the identification of each part with another part and the whole.* It is the means by which unity is produced. A bond of union of parts must exist so that all parts shall be harmoniously united in a whole. By this element there is an uninterrupted pleasing connection of the parts.

REPETITION. This means *an orderly succession* of the parts of a composition. It is a curious fact that pleasure is derived if a form appear at regular intervals. This is seen in the Greek cornice, in carpets, prints, etc.

ALTERNATION, is *the succession of different objects appearing* regularity in turn. Repetition has the same object appear again and again. Alternation has one, two, or three objects appear in regular succession. The lily and honey suckle in alternation was very common among the Greeks. I point it out on a vase.

CONTRAST *is the opposition of forms or colors.* A curved line is set off by a straight one, a large form by a small one, a certain hue by its complementary hue. A group of uninteresting forms by the introduction of a few well chosen shapes become of interest at once. No matter how low the tone there must be contrast; a small spot of white brightens a dark surface.

RADIATION *is the springing of forms from the centre.* No picture is beautiful in which the eye does not come back of last to a certain point; that point the artist knows and feels, and if it is well conceived every looker-on will feel it too.

PROPORTION *is the comparative relation of lines in respect to each other.* All of the members of a work of art, must keep definite relations to each other.

It is my custom after the pictures (mostly cut from newspapers) are exhibited, and the principles above are commented on, to put them in a portfolio. Here several hundred specimens of wall-paper, calico pasted on paper, silk ferns, cuts, drawings, etc, are collected. It is one thing to collect these as a museum to amuse the onlooker; it is another to use these as a series of problems in an arithmetic. When I began, the plan was not clear in my mind, it has gradually cleared up and I enjoy art immensely.

The younger children hear so much of what is going on in my room that they long to come where Beauty is recognized and studied. It may seem that we neglect Arithmetion and Geometry for this study of Art, but we take but a half hour per week.

The walls of the school-room have undergone a great

change. I have secured a few of Turner's pictures, for Ruskin makes his readers do this. And I am not sorry. His "Old Bridge at Coblentz" has made me happier than anything else I ever bought for three dollars.

For the NEW YORK SCHOOL JOURNAL.

School-Room Monotony.

The teacher who is shut up in the school-room for five or six hours a day and who has a regular course of study and who makes it her main object to impart a knowledge of Reading, Writing and Arithmetic, will find her work become monotonous. Monotony of itself will destroy the best results of the talent in any work. And when the worker herself feels the monotony, then the end is not far off. This is especially true of the teacher.

It may be set down as a rule that the childen should come *expectant* to the school room. If they feel that the exercises are to be to-day just as yesterday, they will break up the monotony themselves. The spit balls that adorn the ceiling are certainly to the credit of the youth if not the teacher. A touching story was lately told of a man who was imprisoned for several years in a dark cell and who to keep his mind from wandering threw two pins fortunately in his possession to the floor and then conducted a search for them. So the activity of school-children who are unemployed is the demand of their intellectual powers; the teacher has not exhausted their store of power and they must do it themselves.

One of the objections of the teacher to varying a program is that it will be a loss to the pupil. But she must remember the proverb. "All work and no play makes Jack a dull boy." She may succeed in making Jack work all the time, but nature takes her revenge. The teacher must therefore study child life and child ways. She must know the law of childhood, and be able to adapt her art to this law, or rather her art must be founded on this law. Is it not the common thing to found her art on a course of study? That is, the course of study says so much arithmetic, so much reading, so much writing, and the work of the teacher is governed accordingly. Whereas the proper method is to know the laws of childhood, and having found this arrange your dealing with childhood so that arithmetic, reading and writing will come into the plan you adopt. They are incidents; an unfolding childhood the great, ever present reality. Hence the teacher must manage that in sweeping adown that resisting current they gather up valuable things; not to try and tie up the boat and "wood up," as is the common practice. Let the life of the child go right on, the banks changing at every moment, new scenery, new views, new turns, new waves, new waters, new skies, and new situations. You cannot stop it anyway. But this you can do. You can steer it among objects you wish to have seen. You can color, gild and otherwise render the objects more attractive, but you cannot force these useful things down the throats of the children.

Monotony is the death of progress. When that steals over the child he ceases to care for the things before him, and nature says "do something else." Watch the playground. The ball has been thrown back and forward, but the shouts grow less and less joyful. Finally, one is seen climbing a tree, the others catch sight of this and bats and balls are dropped and all enter with zest on the new sport. In the school-room, the teacher must endeavor to follow a similar course. It is not sufficient to plead with the child that arithmetic is valuable to him; he cannot comprehend the term.

A clergyman, now distinguished, for many years refused to use any gestures or elocutionary skill in the delivery of his sermons. To a friend who complained that it was monotonous to see him standing with his hands at his sides, and that it would attract people to the church if he used more animation, he replied: "The subject is of such great importance that men ought to come to hear about it even though the arts of the orator be not employed." But a rapidly dwindling congregation aroused him. He made a journey and returned with new and better views. To the same friend who expressed his surprise at the animated gestures he declared: "the subject is so important that I mean to take all the means in my power to attract people to hear about it."

In a similar way the teacher must look at the school-studies. It is so necessary to the pupil that he know Arithmetic, Reading and Writing, that every pains should be taken to draw him to the school-room and interest him while there. A principal of a very large school employed a new assistant. For a term or two she was was unhappy; then she gave way and entered on her work with zest. She explained it by saying. "At first I was displeased by the unbounded animation of the pupils; they were always at school before me and they did not want to leave at night. They were too much interested in coming to school, I thought. Then I met with other teachers and when I complained of this feature they declared they would give anything to get their schools into such a state. So I looked at the matter again and concluded I was the one to blame, that I was not in harmony with the animation that prevailed, and I changed my course, I now like to teach. One of the pupils informed me in an incidental way, that I was a much better teacher than I used to be. I now do my best to lead them and to direct animation. I used to think that quiet, even dullness was appropriate to the school-room."

Let it be set down as an axiom that pupils properly employed will be quiet enough. If they refuse to apply themselves to their studies, they either need rest, or the teacher does not know how to direct the energies of childhood—energies boundless and powerful. So that monotony is only an indication that childhood must be studied. In succeeding papers the subject will be taken up in a practical way.

For the NEW YORK SCHOOL JOURNAL.

Lessons in Numbers.

FRACTIONS.

The teacher can do one of two ways: (1) Give the book, show how a problem is solved, lay out a lesson, hear it recited and so go on day by day.

(2) Induce the pupil to consider the subject by placing objects and problems in a proper order before him; if the proper order is chosen he will understand the matter and form his own rules. We shall pursue the second plan. Nor shall we distinguish between adding, subtracting, multiplying or dividing, by name.

Cut an apple into two equal pieces and show it to the pupils. This is the whole; this is one-half; this is the other. Then question, How many halves in that apple? Are the halves equal? How did I produce these halves? How can I produce halves from this stock? How many halves will there be? How will I make halves from this book? How many halves will there be? How many halves in that box? in that slate? in the pencil? in that door? in that window? How many halves in the apple? I put them together. How many halves does it take to make a whole apple? One half of an apple and one-half half of an apple are how many apples? And two-halves of an apple make what? One half of a book and one-half of a book make how many halves of a book? And two halves of a book make what?

I cut another apple into halves. How many halves in the first apple? How many in the second apple? How many in both? Two halves and two, halves are how many halves? If I give to John one of these halves how many will I have left? Then if I give Jane one, how many will be left? Then if I give Henry one how many will be left? Then if I give George one how many will be left? I have how many halves from the first apple? How many from the second? How many halves will there be in this apple (No. 3) if I cut it? Do the halves exist there if I do not cut the apple? How many halves in this (No. 4) apple? How many halves in one apple? in two apples? in three apples? in four apples? in five apples? in six apples? in seven apples?

If I give a half of an apple to a pupil, to how many pupils can give these (No. 1) halves? To how many can I give these (Nos. 1 and 2) halves? How many halves in these (Nos. 1, 2, 3) apples? How many pupils will be required if I give one-half to each? if I give two halves to each? three halves to each? How many halves in these (Nos. 1, 2, 3, 4) apples? How many in these (5, 6, 8) apples? How many in all? How many in these (1, 2, 3, 4, 5, 6) apples? take away two apples. How many halves did I take away? How many are left? How many halves in this apple? How many in these two? in these three; in these four? in these five?

How many halves in these six apples? If I give each boy a half of an apple how large a number of boys will be needed? If I give each boy two halves? if I give three halves? if I give four halves? if I give six halves?

Four halves and four halves are how many halves? How many wholes? Four halves from fourteen halves? Four halves from twelve? Twice two halves are how many? three times two halves? four times two halves? Here are fourteen halves—a boy eats a half an apple a day how many days will it take? How many times will a half an apple go in fourteen halves? Suppose he eats two halves a day—now how many days? Two halves in fourteen halves, how many times?

The Question-Box.

(Those who propose questions will please keep them separate from other matter in their letters. Subscribers are expected to contribute answers to questions. It is a department that needs the co-operation of all who can give advice. Speak to the point, however.)

I wish to ask a few questions concerning the government of my school, which, if you will answer through the columns of your paper, will be a great favor: H. M.

1. Is it best to allow any play in the school-room during intermission, even in stormy weather?

(1. Play in the school-room, such as running about and shouting, should never be allowed. In stormy weather, the pupils may sit at the seats, and talk, or move about as they would at a house. The reverence for order in the school-room should be maintained.)

2. What is the best and most interesting method of conducting a writing exercise?

(2. Writing should be made interesting. The teacher should stand at the black board and write the copy and then show how it should be done. Then look at the books and speak your thoughts, as: "Cross the *t* at one-third the height; be sure and write with a light, fine line. Here is one that is well written. Here is one nearly as good as the copy." Then step to the board again, and point out errors. Take command of the class. If they sit down and write for a half hour in silence they cannot but the.)

3. Please give some modes of punishment. I have tried every way I could think of; keeping them in at recess has not the desired effect and "standing on the floor," etc., are worn entirely out.

(3. A punishment for one will not be a punishment for another. All of the stock punishments are bad. The punishment should be natural; that is, flow out of the wrong-doing—if possible. A pupil talks, for example (and this is the greatest fault teachers complain of, though it is a small fault after all), and you wish him to stop. He has disobeyed you and should forfeit some privileges you can allow. These may be of a varied kind and can be increased or diminished. (a) Standing on the Honor-roll. (b) Standing on the weekly report. (c) Arranging pupils in respect to order. As to this last, suppose ten pupils have obeyed your directions, twenty have partially done so, and ten have literally neglected. At recess you say, "When I give the signal all of the pupils whose names I give may rise. They belong to the first class." (Give the reason for this classification.) You then name the ten, give the signal, and send them out. Next you call off the twenty in the order of their goodness, the best first, etc. After waiting a moment dismiss the disobedient.

But try by personal influence to get hold of some of those careless ones. Talk with them privately, put them by themselves, etc. Don't let them feel that you hate them. Don't keep them in at recess; they have a right to the air; they have physical needs that outweigh their moral ones at this time.

Standing on the floor is not worth anything at all. I have been in a school and have seen one on a desk here, one under the table, one standing on one leg, etc. It is all wrong. The school that needs such punishment needs a new teacher. Put forth personal influence, get the co-operation of the pupils.)

4. What shall I do with one pupil who will not get his lessons? He would as soon stay in at recess as not.

(4. If you cannot arouse his interest and ambition you will have to give him up. But you can do it. Does he understand his lesson? I have had pupils who could not comprehend the words, nor grasp the ideas. Look at the pupil and adjust the load carefully to his back. He had as lief stay in as not? Then do you make him go out. It is no punishment.

If you have not read "School Management" you will do well to get a copy. It takes up such questions as you ask.)

He that can charm a whole company by singing, and at the age of thirty has no cause to regret the possession of so dangerous a gift, is a very extraordinary and, I may add, a very fortunate man.—COLTON

For the NEW YORK SCHOOL JOURNAL.

Supplementary Reading.

To inspire a love of good reading is to educate! The "Reader" is the starting point, it is the minimum. In it the pupil is given a glimpse of what men have thought and men have written. But it is a beginning only. And the teacher must seriously undertake excursions into the almost boundless ocean of literature of which these are still harbors or land locked seas.

Let us suppose the teacher to have determined that beside Reading, Writing and Arithmetic he will undertake to lay a foundation in his older pupils for a study of English Literature. I shall suppose that he begins by obtaining a few books such as *"American Poems" and "American Prose," for a nucleus about which to gather others. His endeavor must be to get an author before his pupils, say Longfellow. He tells them something of the poet; how poems live when other things die; he recites a few lines, say of the "Psalm of Life." He proposes that each learn a few lines for the morrow.

When the time arrives, he calls for the reciting of the lines and comments on each and explains them. He shows which are especially beautiful. He then gives out the "Psalm of Life" to be learned, and learns it with them. This can be recited in concert. Then he adds other facts about the life and writings of Longfellow, referring to the volume "American Poems" and writes on the black board the names and dates of his principal poems and they are copied into the little blank-books provided for the purpose. Another poem is learned, "I Stood on the Bridge at Midnight."

By this time considerable interest will be excited. Pupils will borrow the book and if skillfully managed, it will be pretty thoroughly read. This is what is most desirable for thus, a solid foundation is laid. The teacher will tell them the story of Evangeline, and then go over the poem, pointing out the beautiful lines, and endeavor to inculcate a love for choice expressions, for well chosen words.

It will require several weeks to do this properly. An effort should be made to create a living interest in the poet by asking, for example, "What does Mr. Longfellow say of sorrow and silence?"

"Sorrow and silence are strong and patient endeavor is godlike."

It will be found that the golden words of the poet will be firmly fastened by this means in the minds of the pupils.

In a similar way, Whittier, Bryant, Lowell and Emerson may be taken up; the notes and references in the volume referred to assisting both teacher and pupil.

The volume of "American Prose" should be studied somewhat differently. The teacher should refer to the difference in the quality of writing; that authors differ in respect to their genius and skill. The names of the best prose writers should be placed on the blackboard and the question asked, "Who have read the writings of any of these?' This will lead to conversation. At another time some of the writings of each will be given, and the teacher can read a story written by Hawthorne, for example, from the volume of "American Prose." The volume can be loaned to the pupils and by referring to it, the substance of its biographies and notes will be acquired. Well chosen expressions should be pointed out, and the pupil be led to be intelligent and discerning concerning the beautiful in language.

This plan steadily pursued will accomplish results that will serve as a basis for more extended cultivation in after years.

For the NEW YORK SCHOOL JOURNAL.

Educational Schools.

Every city and county superintendent should fix on a time, say January, 1883, after which none but GRADUATES OF EDUCATIONAL SCHOOLS WILL BE EMPLOYED AS TEACHERS.

1. This would relieve them of a heavy and disagreeable task.
2. It would remove the charge of political favoritism.
3. It would give them more time to be with the schools.
4. It would give those who want to devote themselves to teaching A CHANCE; now they are driven out by those who use the schools to earn money to go into other business.

Yes, we need educational schools badly. Will you advocate this idea? We propose to do it, and we see plainly that the intelligent American people are bound to have such schools.

* "American Poems" and "American Prose" are two volumes of about 400 pages each, published by Houghton, Mifflin & Co., Boston, and deserve to be on the desk of every teacher.

Men Wanted.

FOR DECLAMATION.

Men wanted. Men who are honest and pure. Men who are wholesome and truthful. Men who will not be bribed. Men who are sound to the heart's core.

Yes, men are wanted. Men who are unwilling to eat the bread of idleness. Men who will scorn to wear what they have not honestly paid for. Men who know what ought to be done and will do it. Men who will give good counsel, who will set a good example, who will sympathize with the grieving, and succor the distressed. Men who will scorn to do a base thing even for a friend. Men who know how to obey before they undertake to command. Men who *do* more than they *talk*. Men who do good to their friends to keep them, to their enemies to gain them. Men who believe in systematic giving, and advocate it. Men whose hearts are moved by the sadness of others, who are touched by a hungry face, and cold, bare feet.

Yes, indeed, men are wanted. Men who are brave and tender, who are not ashamed to wipe tears away. Men whose acts will bring smiles to wan faces. Men who hush lamentations and are rewarded with sweet songs of thanksgiving.

Women Wanted.

FOR RECITATION.

Women are wanted. Ah, yes! Women who know their own business better than their neighbors'. Women who are true and pure. Women who will not weary in well-doing, who will neither flag nor flinch. Women who know their mission. Women who will daily do loving services, gentle little kindness—and do them unostentatiously. Women will see that bare pantries are supplied, and that the shelterless find homes.

Women are greatly wanted. Women who will not drift with the tide, but will courageously stem the current. Women who live to please God, not themselves. Women with noble, generous souls whose hearts will utter "Godspeed," as workers grow faint and hands grow weary. Women who will not allow their noble impulses to be crushed by the customs of society. Women who will be the stepping-stones to lift people up—not stumbling-blocks to hinder and cause them to fall. Women who listen to the still, small voice and heed its admonitions. Women with clear brains and ready hands and willing hearts, who know their "life work," and do it.

Yes, women are wanted. Women who know how much power there is in a gentle, encouraging word, how much force there is in a hopeful prophecy. Women who will sow their loving acts broadcast, believing that kind words never die. Women who extend a helping hand all along life's pathway. Women with clear understanding, quick perception and good judgment. Women of patience. Women of forethought, of discrimination, and great generosity. Women who will brave the scorn of this world to be crowned of God.

EDUCATIONAL NOTES

NEW YORK CITY.

THE BOARD OF EDUCATION met Feb. 16.

Among the petitions was one from Rev. C. C. Goss and others, asking that a woman be appointed as trustee in the Fifth Ward.

The Committee on Course of Study reported some changes in the Course of Study for the fifth, fourth, third, second and first grammar grades. They transmit the recommendations of the City Supt.:

"The sixth, seventh and eighth grades should remain as at present, no objection having been made to the requirements.

"In the fifth grade, the history of the United States, through the discoveries, should be taught without textbooks. This is in accordance with the views of the principals.

"The fourth grade is considered exceptionally severe, particularly in the subject of arithmetic. The introduction of history in the previous grade will lighten the work of the fourth. I would also suggest that "the meaning and use of at least twenty Latin roots' be stricken out. This will allow three terms (in the sixth, fifth and fourth grades) for the study of prefixes and suffixes, and their uses and applications.

"The history in the fourth grade should be taught without a text book.

"In the third grade, substitute for the Etymology of the present course, 'The meaning and uses of at least twenty Latin roots.'

"In the second grade strike out algebra. This recommendation is made for the simple reason that the small amount of knowledge of this subject which can be acquired in this grade is practically worthless.

"In the first grade strike out German or French, and make these subjects optional in the second, third and fourth grades. The study of these languages instead of being injured will be benefitted by the change.

"Strike out music in the first grade for boys, for the reason that this class of pupils have reached an age when their voices are changing, and it is therefore almost impossible to make the instruction effective.

"I would also recommend that astronomy as a requirement of the first grade be stricken out, and that the outlines of this subject be taught orally and in connection with a general review of geography.

"The Etymology of the first grade should be a review of the etymology of the previous grades; and the instruction in this subject should be given in connection with the lessons in reading, spelling and definitions.

"I would recommend that compositions be written once each week in all grammar classes, in the presence of the teachers; upon subjects connected with the oral lessons of the grade, or upon selected subjects read and explained in the class room; and that these compositions be criticized, and re written.

"Home work in composition should be limited to the first grade

"Rapid calculation in the simple rules of arithmetic should be practised by all the pupils, from the lowest to the highest grades.

"Text books on the subject of English grammar, in my opinion, should be confined to the first grade.

"I would recommend the following: In grades 8, 7, 6 and 5, the minimum time for arithmetic per week shall be three hours; for penmanship, two hours; for spelling, 1½ hours; for reading, 4 hours.

"In grades 4, 3, 2 and 1, the minimum time for arithmetic per week shall be two hours; for spelling, one hour; for penmanship, two hours; for reading, 2½ hours."

The same committee had a complaint from the Society of Prevention of Cruelty to Children; on investigating the matter it appeared that Miss Kate H. Myers, principal of P. D. G. S. No. 14 kept the children in the school yard prior to the opening of school, not in stormy weather as alleged but in cold weather; also in direct contravention of section 63 of the by-laws, detained children from their dinner. The committee recommend that Miss M. be reprimanded by the city superintendent for these violations of the by-laws and that the practice of keeping children in the school yard in cold weather, prior to the opening of the school, be condemned by this board. Laid over.

It was proposed to discontinue P. S. 47 and 48, and consolidate them with G. S. 64.

The Committee on Course of Study recommended to have but one principal for the P. D. and G. D. of 64.

Lieut. A. P. Osborn tendered his resignation as senior instructor on the "St. Marys." Accepted.

The Committee on Sites recommended the purchase of a lot for a new grammar school in 22d Ward, and asked for $9,600. To Finance Committee.

The Board met March 2.

The City Superintendent reported 1,952 cases of truancy had been investigated during the month.

Mr. Wm. Wood offered a resolution that when a teacher's class was marked "fair or worse" for two years in succession, beginning with 1880, the matter should be investigated; also when a principal in general management for two years in succession, beginning with 1881, was marked "fair or worse," an investigation should be made. On Mr. Beardslee's motion the matter was referred to a committee on Course of Study.

The proposed changes in the Course of Study were discussed briefly and laid over.

Mr. Donnelly said he was opposed to changes in the Course of Study; he greatly admired it as it was, but he approved of most of the changes; did not like to have grammar stricken out, as it was the best study of all to train and discipline the mind.

Mr. Wood did not admire the Course of Study, and while the changes proposed were few, yet it was a beginning to move in the right way. This plan leaves more to the discretion of the principal. The striking out of grammar he deemed to be a good move; scientific grammar can confer little benefit to pupils of our grammar schools.

The proposition to discontinue P. S. 47 and 48, and the consolidation of the same with G. S. 64 was debated.

Mr. Wood was in favor of consolidating the schools and of sending the children to Fordham by omnibus. It now costs to teach the primary children $85 per year.

Mr. Devoe said the trustees wanted to have another location selected and a new building erected. He ridiculed the idea of carrying the children by omnibus; it would create an excitement at Fordham equal to the arrival of Delancy Kane's stage at the Fifth Avenue Hotel. He thought it would pay to continue the prim

but let the older ones go to Fordham.

Mr. West was opposed to transporting the children to save the cost; a school, like a post office, should be kept up regardless of cost.

Mr. Wickham thought that other schools could be consolidated to advantage. There were some near by that could be improved in this respect.

The matter was referred back.

The plan of having but one principal for G. S. 64, as recommended at the last meeting, was also laid over.

The Building Committee recommended re-hiring the building for P. S. 6. Mr. Wood stated that there would be a loss of life if a panic should occur. The recommendation was adopted, but Mr. Wood protested.

ELSEWHERE.

The Queens County Teachers' Association will hold a meeting at Newtown, L. I., on Feb. 25th and 26th. The following shows the program: Class criticism, A. Leake; Class records, Miss M. M. Robinson; How to arouse dull pupils, S. Surdam; Memorizing rules, etc., S. Twaddell; What parts of arithmetic should be omitted, Wilfred M. Peck; Teachers' work, S. Williams; Programs, Halsey W Allen; General discussion on reading; Penmanship, Wm M. Peck; Spelling, Mrs. Baldwin; Lecture, Rev. Geo. H. Payson, N. Y., subject "German school life;" Should teachers use text-books in class? Herbert C. Frost; Modes of punishment, Harrison S. Moore; How may we habituate pupils to obedience? Miss E. Baker; Moral culture, C. E. Surdam; Word analysis, Wilson Palmer; Let them have fresh air, Elisha M. Allen; Use of blackboard in teaching history, A. A. Beattie; Civil government, Wm. G. Banks; Taxes, Willard M. Whitney.

It must be admitted that this is a practical association No "conservation of pedagogic energy" to be discussed there! Quincy comes up, for Mrs. Baldwin takes a class over.

Ohio.—They have just been refreshed by the novelty of a school trial in Mt. Gilead, Ohio. Supt. T. J. Mitchell reprimanded a pupil for disobedience and disrespectful conduct, and sent a note to her parents declining an encore of the same. It so enraged her father that he entered written complaints of violence and abuse to the school-board. Taking all the cases of discipline of Prof. Mitchell's administration for his evidence, he demanded his discharge. After a patient and indulgent hearing of the matter, the board found that his complaints were not sustained, and that the conduct of Prof. Mitchell as superintendent and the condition of the schools were such as not to warrant any change whatever in their management.

(We shall have a good many of these things going on for awhile, but they will cease at last. The school-board is to be congratulated on having decent back-bone. If this father had been a prominent politician, Prof. M. and he would have fared badly. He is a good teacher and deserves to succeed, but the school boards of this country, take them together, are a poor lot. They will lick the boots of the politicians, expecting thereby to get office.)

New York State.—Concerning the school statistics of this State *Harper's Weekly* says: "The Superintendent of Public Instruction gives an encouraging view of the condition of common-school education in New York during the last year. A few facts will be of general interest. There are now 11,263 school districts in the State, which is seventeen less than last year; but the number of school houses has increased within the year from 11,862 to 11,899. During the last ten years, the State has spent for school-houses, sites, and buildings, fences, furniture and repairs, $16,345,054; and the aggregate value of school houses and sites is $30,747,509. The whole number of children between five and twenty-one years of age, as reported, was 1,641,173, and the number of pupils during some part of the year was 1,031,593. The average daily attendance per teacher ranged from 12, in Hamilton County, to 43, in New York. The whole number of teachers was 7,992 males and 22,738 females, making a total of 30,730. The amount of teachers' salaries was $7,688,921, and the average salary was $369.56. The actual expense of maintaining the common schools during the year was $10,296,977.26. This enormous sum, equivalent to two dollars paid by every man, woman, and child in the State, makes the inquiry of Mr. R. G. White very pertinent, whether we get from our common-school system all that we ought justly to expect from so immense an expenditure. Instead of resenting his question, it should be gladly welcomed; and to denounce him as an un-American grumbler is far from proving that there are not serious defects in our common-school system. Mr. Charles Francis Adams, Jr., had made this tolerably plain in some of his papers, and the analysis of the actual intelligence imparted in some Massachusetts schools was as instructive as it was amusing. There is no tax more willingly paid than the school tax, but the opportunities for every kind of jobbery in spending it are so many and obvious that nothing requires more constant vigilance.

Ontario Co.—The Teachers' Association met in Manchester Feb. 11 and 12. Rev. Wm. H. Narholds of Geneva spoke on "Modern moral suasion and its influence on society." He contended there was a deplorable want of proper moral discipline in the training of children. He thought that it was better to curb and discipline children than let them grow up having their own way, to be turned over to the tender mercy of the law; he deplored the growing feeling against corporal punishment in schools, believing that, though a power which should not be abused, it should not in all cases be laid aside. On Saturday morning James S. Carr read an excellent paper on "Thoroughness in teaching," in which he set forth the influence of the school upon society. To accomplish this the pupil must think and act for himself, if not they will be incapacitated for persevering labor, which is so necessary to their success in life.

Mr. Norman R. Martin in his address, "Modes and Manners," recommended a less rigid adherence to text books; also that a committee be appointed to make a general classification of subject matter for the schools of the county. The first paper was ably commented upon by Com. Chapin; the latter called out considerable discussion from Messrs. Beebe, Robinson, Stephens, Chapin and Gillette. H. C. Harmon gave an interesting account of "The travels of my pound of tea," having the original package near him, giving an idea of the growing, curing, packing and shipping of this very important article of commerce, stating that this package had been shipped direct from the tea plantations in India. So well was the account received, and as the subject was not yet exhausted a unanimous desire was expressed that he continue the subject at the next meeting. The association was invited to the basement of the church, and there found a sumptuous dinner had been provided. Com. Chapin occupied a half hour in discussing the condition of education, and concluded by presenting some resolutions which were adopted by the last State Teachers' Association. These refer to the appointment of town committees, who shall arrange for meetings to be held in the several school districts of their towns, and provide speakers to address the meetings, to discuss mainly the following points:

(a) The lengthening of the school term for the year.

(b) The discontinuance of the A-B-C method of teaching reading.

(c) The discontinuance of rote teaching.

(d) Some elements of natural science and drawing to be taught in all the schools.

Also to arouse public interest in education through the press, this committee was appointed: George W. Chapin, Chairman; Wm. H. Vrooman, Geneva, H. L. Chaplain, Manchester, W. D. Robinson, Flint Creek, Wm. W. Gillis, Clifton Springs; Western District: G. S. Preston, Chairman; L. N. Beebe, Canandaigua, L. L. Pierpont, Allen's Hill; Fannie White, Naples, F. Crum, Canandaigua. The teacher's experience meeting proved to be very interesting and instructive that it was moved and carried that it be continued at the next meeting, which is to be held in the village of Phelps, March 11 and 12.

After adopting resolutions, adjourned. S.

Canada.—There are three grades of certificates. The conditions for obtaining third class certificates from county boards are as follows:

The candidate must be, if a male, at least eighteen years of age; if a female, seventeen at least.

Must have passed the prescribed non-professional examination.

Must subsequently have attended for one session at a county model school, and at the close of his attendance be examined in the work of the term, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

Before being admitted to this professional examination the candidate must receive a certificate from the head-master of the model school that he has throughout the term paid satisfactory attention to his duties, and that he is, in the opinion of the head-master, a fit person to be allowed to go up to the examination.

He must produce evidence that he is of good character.

A third class certificate is valid only in the county where given, and for three years only.

No one shall be permitted to enter the second time for a third-class certificate, except by special permission of the Minister on the recommendation of the county inspector. The county board may further require any candidate for renewal to attend a county model school before granting such renewal certificate. (The object of this is to press the teacher to obtain a second class certificate.)

In order to be qualified to receive a second class certificate, the candidate must have passed the prescribed non-professional examination.

Must have taught successfully, for at least one year, in one of the provincial schools of Ontario, and must have attended for one session at a provincial normal school.

At the close of his attendance at the normal school he shall be examined in the work of the term, together with any other subjects connected with the practice of teaching which the Minister may appoint.

Before being admitted to this professional examination, the candidate must receive a certificate from the principal of the normal school that he has throughout the term paid satisfactory attention to his duties, and that he is, in the opinion of the principal, a fit person to be allowed to go up to the examination.

He must produce evidence that he is of good character.

(In the case of a public school teacher who has successfully taught in a school for at least three years before the 18th day of August, 1877, a second class certificate may be awarded to such teacher upon successfully passing the non-professional examination for such certificate without attending a normal school.)

In order to be qualified to receive a first class certificate the candidate must have passed the prescribed non-professional examination.

He must also have attended for one year at a provincial State) normal school, after obtaining a second class certificate, and must pass an examination on the work of the session, together with any other subjects connected with the practice of teaching which the Minister may appoint.

Before being admitted to this examination the candidate must receive a certificate from the principal of the normal school that he has throughout the session paid satisfactory attention to his duties, and that he is, in the opinion of the principal, a fit person to be allowed to go up to the examination.

He must produce evidence that he is of good character.

(Any person who has taught successfully for two years on a second class certificate and has passed such examination as the Minister may prescribe to test his fitness to teach on a first class certificate, is exempted from attendance at the normal school.)

The number of model (normal) schools in operation in 1879 was	51
The number of teachers in training	1,295
Number of lectures on education, including methods of teaching	1,758
Number of lectures on hygiene	475
" " school law	400
" lessons in mental arithmetic	1,215
" " in reading	1,215
" classes taught by teachers in training	1,846

"The work of inspection was conducted on the same general principle as formerly, greater stress, however, was laid on practical teaching than during previous years, and the students more frequently tested as to their methods of conducting recitations and managing classes. From the detailed report it will be seen that the students taught a greater number of classes themselves than formerly, and that while their labors in this direction have increased, the number of lectures delivered by principals has decreased. We regard the prominence thus given to the practical over the theoretical as a good feature of this year's work.

The committee suggest: "Lengthening the term from two to three months; making a grant to county model schools of at least $400. The lecture course covers so much ground that under the present arrangement there is little time left for that criticism and review which is felt on all hands to be desirable. And above all, the time devoted to teaching is far too limited. It is found that the profit arising to the students from conducting recitations does not consist in the number of classes taught but in the criticism on methods and manner by the principal afterwards. To allow sufficient time for this purpose, the term should be lengthened; and even although a greater number of classes might not be taught by the students than at

present, the errors and defects of the students could be pointed out and bad habits more thoroughly corrected The demand for more time is earnestly requested, and we hope will be conceded with as little delay as possible.

"What was an experiment two years ago is now admitted on all hands to be a decided success, and it only requires a few such changes as those already indicated to place the county model schools in a position to contribute even more largely than they do at present to the educational interests of the Province."

LETTERS.

I desire to call the attention of the Board of Education to the weakness of the proposed plan to improve the course of study for the 1, 2, 3 and 4 grammar grades. Gentlemen, *who* complain? Of *what* do they complain? Is the complaint well founded? If so what is the remedy. All of these things could be profitably debated before your body.

The parents complain that a great deal of time is spent and little is got. For example, a father of one of my boys, after the college examination was over said, "I have looked over the questions published in the *Herald* and I think it is a—— shame that my son cannot make a better show in answering them, after he has been to school for eleven years and hardly missed a day." The dissatisfaction is quite general among the thinking class of parents. This must be admitted and it is greater concerning some schools than others. The above statement shows generally what they complain of. Old fashioned people declare that teaching is no better if as good as it used to be. At all events, the people feel that the teaching has not kept pace with the spirit of the times. There is ground for the complaint, as may be seen by looking at the following points. (1) The college examinations. These cannot reach, of course, those not presenting themselves, but it must be reflected that these are the best, the cream of the schools so to speak; those who have had long and laborious attention. A $2,000 or $2,500 man spends a year on the boys. Now the examination are not difficult, yet few pass them creditably. (2) The examination by the merchant who sets the boy at work shows him deficient. I mean that merchants complain that the boys of our public school do not have a creditable knowledge of penmanship, arithmetic, geography and spelling, and that they are deficient in general gumption and lack application. (3) Parents complain that their children are either not taught sufficiently or properly; they say that they spend much time in school and much time over their books at home, and yet do not care to read, nor acquire practical knowledge, they say that they look at the school as a routine business and strive for *per cents*, but not excellence.

I am aware that these are general complaints, but it would take too much space to note down the very, very many complaints that reach my ears. To the reply I make "why don't you present the matter to the Board of Education." They reply. "What is the use?" or "The system being made to fit every one, doesn't fit any one," or "The teachers don't take any interest."

You propose as a remedy to make some changes in the Course of Study. I will frankly say, that any more changes in that will only divert attention; this is well understood. What is needed is a something quite different The difficulty during the war was to find a general. A delegation called on Mr. Lincoln, and asked him to appoint a general who was able to lead the men, that the country had furnished him with so liberally. He is reported to have said in evident anguish. "Where shall I find the man? I cannot find the man."

You need a bold, able, education loving and education understanding superintendent. I think his attainments should stand in that order. I have great respect for Supt. Jasper, but do not think him just the man for Head Superintendent. He is following the routine marked out by Mr. Kiddle whose faults were conservatism, drillism and bookism. The teachers suffer for want of instruction concerning education, and need freedom to carry out educational ideas; instead of this they are held to a course of study, the scholars suffer and the whole system suffers as a result of not making education the first, last, and only thing sought by the teachers. Merely patching up the course of study will not remedy defects that lies so deep.

It is difficult for the Board of Education to get the bottom facts," for who dares to tell them? Who wants to be an object of suspicion? Who wants his promotion suddenly check? No, gentlemen, one thing the teachers of this city have learned and that is *caution*. They do not know of a single member of your body with whom they could trust a statement of the facts as they really are. Not that there is bribery or any crime hidden; but there is an effort made, from the Battery to Woodlawn Cemetery, for seven days in the week to get appointments in the public schools and to this end, minister influence, church influence, masonic influence, political influence are invoked. Next comes the struggle to know just how to manage, how a class passes the examination; where this is done, where the little "wrinkle" is learned all anxiety is over.

Will changing the course of study change all this? Will lopping off a branch here and there correct the great evils referred to? Will plugging up the key hole keep out the malaria, where the six inch drain from the sewer is untrapped? If you could get at the views of the best teachers, if they would express themselves without fear they would say something like this. Let the course of study alone for the present. Put some one at the head who is not afraid and who knows what to do and give him freedom of action. Let it be widely circulated that skillful teachers are wanted. Drop out those now employed not of that sort. Command the Supts. to report directly to the Committee on Teachers every inefficent teacher and let that Committee act promptly.

You, gentlemen of "the Board," will at once declare these things impossible. You will say it would raise such a buzzing if you should discharge a dozen teachers that your lives would not be safe. The supts will say that their 'bread and butter" would be imperilled if they should declare any one incompetent as a teacher. This being the case the next best thing is to make a feint for it will serve to distract attention. This you now propose to do by tinkering up the course of study. JUNIUS.

The tinkering has begun on the course of study. The mountain has labored and has produced a mouse. There has been a great flourish over an improvement of the course of study in the New York schools; the City Supt. has hatched a scheme; it is to teach history of the United States without text-books to the 5th grade; to transfer teaching of 20th Latin roots from the 4th to the 3rd grade; to have no algebra or grammar in the 2nd, and to give German to the 4th, 3rd and 2nd grades. To have no astronomy and to give no music to boys in the 1st grade.

Let us look at these things a little in detail. To teach history of the "United States through the discoveries" without books will, it is supposed, lighten the work of the boys and girls. This it will *not* do unless the teacher shirks his work, and that will be the result of this change. Mark this; a good teacher uses all the oral teaching his pupils can stand at any time. Mark this; oral teaching demands more work of the pupil, for he must write down what his teacher says. This is said to be in accordance with the views of the principals—but what principals? Not of many of them.

To lighten the fourth grade the "Latin roots" are struck out, and more teaching without a text book. Those "Latin roots" would seem to be a sort of old man of the mountain to the Superintendent. Why, any boy can learn them in a day! It is not an uncommon thing for boys in a private school to learn 50 Latin words in a day! And as to the history, it only concerns colonial history down to 1753—a very unimportant period! It was before the day of stars and stripes! Why teach it at all? This is a throwing overboard of the cargo indeed!

The Supt. speaks of the 4th grade as being severe in arithmetic. Let us see what is required. "Denominate numbers and fractions." But it must be remembered that it has been fractions in the 6th and fractions in the 5th grade. So that really it is denominate numbers, and especially denominate fractions that furnish the difficulties referred to.

Algebra is to be struck out of 2nd grade. It always has been practical. German and French to go out of the first grade and go into the second, third and fourth grades. What! The heavily-laden 4th grade to be saddled with German and French. The back-broken 4th grade to have more weights hung to it! Merciful heavens! The "Latin roots," twenty of them to be hung up to dry for six months, and a hundred "dunder and blitzen" roots to be stewed up and chewed up for one hour and forty minutes per week by the poor 4th graders! I was not sorry for them before, but I am now. Do you remember the fable of the fox and the sparrows? "No," says the fox, "don't drive them away lest a hungrier swarm take their place." This is relieving the 4th grade with a vengeance! But to go on. No music for the boys of the first grade—their voices are changing. No voices changing in the 2nd grade, I suppose!

The outlines of astronomy to be taught orally, that is not much, if any.

Now, Mr. Editor, this is going backward. Quite a number of years ago "outlines" were required, but it gave great dissatisfaction—for what did the teacher know of the Supt's. ideas of "outlines." Some of us have not forgotten the celebrated debate that took place. "Outlines" were put out; here they are again. The object is to get Mr. Kiddle's book out. Say what we will, as to other ends of teaching, the bulk of the teaching in this city is conducted with reference to the Superintendents. If it satisfies them it satisfies the principals. So, when "outlines" are to be taught you will find darkness and doubt.

On the whole, I don't like these changes. Have you read the story of the Trojan horse? These suggestions how to diminish the work of the grammar grades is—"give them German and French!" JOHN SAXON, JR.

I feel very much like I would enjoy a hand-shake with you and wish you face to face a hearty God-speed. Yours is a noble work and steadily and surely you will draw to your standard the Teachers of our youth. Dead-beats and drones will not fancy your plain common-sense view of things and the vigorous blows you deal in favor of real, true education; but no matter, they are dead already, and the sooner they are set aside by a better grade of workers the better for the precious children.

I am studying the INSTITUTE as faithfully as I ever studied any text-book and find it full of suggestive thought. No journal, however excellent, can make a teacher of one *per se*, but such a paper as yours is indispensable to anyone who wishes to do his best. I believe that such a helper coming regularly to the study of the working teacher will do more to keep him out of the ruts, polish him, enliven and bless him, than anything else which money will procure.

May your subscription-list increase until it includes every teacher, not wholly dead, in America. Indeed I would include the latter class also, if I had any faith in the utility of corpses as workers. Yours for earnest work,

Latham, Ill. W. H. M.

Though I have but a few minutes at command, yet I must notice two articles in the JOURNAL. Concerning "Teachers' Associations," the remark of the leading textbook publisher, "Mutual admiration is good if not carried too far—the teacher don't know where to stop," hardly applies to the New York meeting or to any prominent meeting of late years. There ought to be, and is, a bond of sympathy that unites and supports the men and women who are in the fighting ranks of our educational forces, but "mutual admiration" is far from the standing condition of leading educational meetings. Dr. Wicker-ham's treatment of "Weak places in our system" hadn't a flavor of "you tickle me and I'll tickle you," though he gave the "R. G W.s" what they deserve.

Prof. Thompson's paper hardly had a line of "admiration," and the discussions were quite in accord with the general criticisms. There was evidence of educational backbone, if that means "mutual admiration" give us more of it. The lightning-flash criticism of the day would judge of a building by a specimen brick.

The article "Quincy ideas" by James H. Slade is one of the most refreshing things on education before the public. It ought to be sent to every "new" member of school-boards, and kept in a conspicuous place at their meetings. Seven years ago Mr. Slade was an "R. G. W.," able "to determine without hesitation," now he is a learner and hence able to give an article to the public bristling with points philosophic and practical. I like the *Sun*, it "shines for all," but it has to get up in the morning, and often is hurried; so it is taken as an inspiration rather than an authority.

The educational outlook is especially bright just now—there was a time when the work of the teacher was ignored;—to-day the public press in all its forms discusses education, and the great preacher of the 'City of Churches,' introduced by the most prominent man of the times, addresses a vast audience on "The new (the Teachers') profession." Fraternally, H. S. JONES.

Erie, Pa.

EDUCATIONAL MISCELLANY.

The Teacher.

In an old *Godey* of 1856 is the following poem written by G. W. Miner. I send it, hoping you will reprint it; for a poem of so much encouragement to weary teachers should not be lost:

Brother, does thy patience waver?
Is thy heart oppressed with care?
Falter not! thou art a graver,
Graving on a tablet fair!
Weary not! thou art a writer,
Writing on a deathless scroll!
Painter, too! in colors brighter,
Sketching truth, as seasons roll.

Murmur not! thy great vocation
Calls for love, and zeal, and prayer;
Worthy knowledge, to a nation,
Pillar is, both firm and fair.
Firmly seek to do thy duty,
Open daily wisdom's plan;
Strive to train in moral beauty
Minds, the noblest gift to man!

Grave upon each youthful spirit,
Only truth can make it free!
Teach that man can not inherit
Greater good than liberty!
Write in bold and living letters,
Knowledge is a priceless gem!
Plainly show the galling fetters
Ignorance will bind on them.

Plant the seeds of every virtue
Both in heart and mental soil!
Plant with care, with patience nurture;
Conscience will reward thy toil.
Watch with joy, thou mental florist,
Buds unfolding day by day;
For the God, whom thou adorest,
Blesses deeds of faith alway!

Think not thou to see thy teaching
Bring its fruit before life's close;
Deed like thine, far, far out-reaching
Life or time, in action goes!
Labor, then, to give tuition,
True and noble, high and vast;
And thou shalt have full fruition,
When the days of time are past."

Cartervil e, Ill. M. K.

For the NEW YORK SCHOOL JOURNAL.

Notes from an Agent's Note Book.

It was an unpleasant day when I entered a school in the outskirts of——— Miss W——was principal and there were three assistant teachers.

"Good morning Miss W——?"

"Good morning, sir."

"An educational paper is a great help to the teacher."

"I took one once, but did not see much good in it."

"Why, it is full of valuable things. Just see the "things to tell the scholars." "How to teach Arithmetic to Primary Classes." Why there is a vast quantity of the very help the teacher needs."

"I don't believe one teacher can tell another much. They must find out for themselves"

"What sort of a school have you?"

"Oh! just like the rest; it is a monotonous, tiresome business and very wearing to the nerves."

"Is it not well to encourage newness, freshness in the school room? This is the plan of the best teachers. By the way, Miss V——subscribes for the paper, you know she is a very earnest teacher."

"Some teachers always subscribe; she is one of them. She buys books on teaching I am told, but I never saw much good in any of them."

"She certainly gives her school a wonderful reputation."

"Oh! that is due to the newspapers. I saw it. The reporter went on to tell how the children were taught and you would have taught it was the nicest business in the world."

"But they say her pupils advance very rapidly, come very promptly and regularly. In fact I think her reading of books and papers, has had an effect on her school. She admits it very cheerfully. She says the paper is worth its weight in gold and all of her assistants take it too."

"I guess I don't want it."

"How about your assistants?"

"Well one of them is poor; she has a mortgage on her house and lot, she is trying to pay off, and one of them is *deader* (laughing) than I am, though you don't think that possible, and the other one will be married in vacation, they say."

FOR THE SCHOLARS.

Rare Coins.

In the year 1880 there were thirty-seven sales of coin collections in the city of New York. The total value of which was about $50,000. There are more than 20,000 persons in the United States who are interested in these matters. The traffic is so extensive that there is a distinct market value for every rare coin, and even a difference in price for different stages of preservation. The wear and tear of ages reduces the value of a coin because the distinctness of the impression becomes defaced. Thus it not infrequently happens that one impression of a coin may be worth twice as much as another impression of the same coin.

Looking over a large collection we saw an Ægina coin dating 700 years before Christ. It is a didrachma, and was a very common Greek coin. It is worth about six dollars. Next a coin issued by Pontius Pilate. Also a beautiful medal struck in 1830 to commemorate the fiftieth anniversary of the independence of Belgium. There is one of 1637. The subject is the siege of Breda in the Netherlands. Here is a double crown with the portrait of Ferdinand III and his wife. The original value was $2; it is now worth $15.

The silver dollar of 1794, of our own country, with flowing hair, is worth $15; of 1793 $50. The silver dollar of 1804 is worth from $200 to $700. The silver dollar of 1838 is worth $15. The half dollars of 1794 are worth $25; of 1796, $50; and 1797, $10; of 1836, with milled edge, $2. An original half dollar struck by the Confederate States in 1861 is worth $200. The quarter dollar of 1796 is worth $1; of 1823 and 1827, $5; of 1853, 50 cents. The twenty cent pieces of 1877 and 1878 are worth $1.50 each. The dimes of 1796 are worth fifty cents; of 1797, 1798, 1800, 1801, 1802, 1803, and 1804, are worth $1 each. In some cases there have been different issues of the same coin in the same year. One issue may be a rarity, and the other issue may be plentiful. The only way to determine the value is to see what a piece will sell for. Of half dimes, an issue of 1794 is worth $1; of 1796, 1797, 1801, 1803 and 1805, $1 each. The most valuable half dime is of the issue of 1802, which is worth $12.75. Three-cent silver pieces from 1863 to 1868 are worth 25 cents each. Those of 1873 are worth 60 cents each.

There are many varieties of the famous liberty pennies, and their value varies from 10 cents to $10, according to the perfections of the stamp. There are several kinds of the issue of 1793. One has long flowing hair, and the reverse has a chain with thirteen links. Another kind has a liberty cap and a wreath on the reverse. Another kind has a liberty cap and wreath of a different device. The rarest nickel penny is the eagle of 1856, which is worth 50 cents. The newspapers made so much fun of the device that it was withdrawn from circulation very soon, and is now scarce. The most valuable half-cent is the issue of 1796, which is worth $5. The half-cent issues of 1836, 1843, 1847 and 1852 are worth $2 each. The half-cent issues of 1831, 1841, 1844 and 1846 are worth $1 each, The half cents of 1840, 1842, 1845 and 1848 are worth $1.50 each.

The $20 gold piece of 1849 is worth $50. All the $10 gold issues from 1795 to 1801 are at a premium of from 50 cents to $2. Most of the $5 gold pieces from 1795 to 1807 are at a premium of 25 cents to $1. The price varies according to the coinage, with the large and small eagle used in the Mint in those years. One stamp of $6 gold coin of 1815 is worth $25. A $3 gold piece of 1875 is worth $4. Many of the quarter eagles are at a premium of 50 cents to $1. A $1 gold piece of 1875 sells for $2.

The most valuable modern coin is a Confederate States silver dollar, which is valued at $1,000. There were only a few of these coins struck. The Confederate government had the dies made, and a few coins were struck at the New Orleans Mint for the inspection of the Confederate officials. They found, however, that they had no silver, and no more were coined. Jeff Davis says that he had one of these coins on his person when he was captured, but some one took possession of it—he does not know who. The legend reads: "Confederate States of America." There is a shield, with bars and seven stars, surmounted by a liberty cap. The shield is enclosed by a wreath composed of cotton and sugar stalks.

Coin collectors are not necessarily wealthy men. Many are clerks or schoolboys whose spare change is constantly devoted to this object. There is one man well known in New York as a collector of gold, who is said to have at least $60,000 worth. Among the chief collections of New York city besides those of Prof. Anthon and the Numismatic Society are those of Dr. Thomas Addis Emmit, A. C. Zabriskie, C. F. Bushnell, and R. L. Stuart. Among the note-worthy out of-town collections, are those of L. G. Parmlee and W. S. Appleton of Boston; F. H. James, Lancaster, N. Y.; George W. Parsons, Cleveland, Ohio; A. Dohrman, San Francisco.

The first American money was the pine tree shilling, coined in 1652. For fifteen years they were all coined under the same date, so if a man has a pine tree shilling he don't know when it was made. There are a great many in this part of the country, so they are worth but about four or five dollars.

In the year 1815 there were no cents manufactured. It being just after the war of 1812, the Government had not settled down to business, and the Mint made but very little money. Some persons ignorant of this, and anxious to make a collection, offer large sums for a coin of this date. This makes a demand and the demand calls for a supply, so there have been cases where the cent of 1813 has been altered so as to almost defy detection. Again, the silver dollar of 1804 is sought after, and counterfeiters have succeeded in making a coin very similar to the original.

Valentines.

BY MRS. A. ELMORE.

The time is now past for the valentines of the year 1881, and the wholesale dealers are carefully packing up their "overstock," for next season. The variety has been a more extensive than ever before since the custom sending valentines originated. Shop windows were filled with them, counters were covered with them where they were never sold before.

Many lives have been brightened by the unexpected reception of a token of respect or admiration. Others have been saddened by some of those hideous creations in color and drawing called comic valentines. Who sent those, I wonder? The mischief maker sent one to her neighbor in such a way that anger is provoked against an innocent person. That miserable pest of society, the practical joker, sent some to persons who do not play practical jokes and tears have flowed from some eyes, while revengeful feeling were roused in the hearts of other recipients.

I saw a pretty sight the other day: some little children who do not always have what they need, bought some pretty little valentines to send to a little lame child in the hospital where they care for cripples. How delighted she was. The nurse pinned them up for her at the head of her bed where she could look at them.

If St. Valentine still takes any interest in the day named for him, he must be as jolly as St. Nicholas, for this year a great many queer pranks were played—poor people had loaves of bread sent in with the word Valentine on the brown paper; little children had aprons, and shoes and stockings sent to them, hurled in at the door and then clatter, clatter, the heels of the messenger would go before anybody could find out who it was.

I read of a little boot black who sent a little girl to a lady to be her "Valentine," and next day he came peeping around to see if the little girl had been kept. The servant caught him by the collar, brought him in, and before he could realize that he was not to be sent to prison, or have some terrible thing happen to him, the lady gave him a note to carry down town, and the gentleman who read the note had a hearty laugh, for ragged little Dick was a "Walentine" too, and one kindly act if it was very queerly carried out, secured good homes for two little children.

They were comic Valentines as far as bad clothes and dirt could make them so, but very serious ones in the want and cold which they knew. It must make a boy's heart very warm to sly up to the door of a needy family, slip a parcel of food or clothing within, and run away shouting back, "There's your valentine." The roses will grow brighter in a little girl's cheeks at the words of gratitude when she lays in some withered old hand a woolen valentine, knitted by her own fingers, or carries a bit of clothing to a baby in some humble home.

Before any of you send caricatures, think, "How would I like to have that sent to me?" If everybody would stop to think of the pain caused to most people, no "comics" would be sent, and the ugly things would soon disappear from the windows of the stationers.

FRANCE.—The *Official Gazette* publishes the new law establishing secondary schools for girls. Several cities have commenced already to avail themselves of the advantages offered by this law.

HORSFORD'S ACID PHOSPHATE is more convenient for making "lemonade" than lemons or limes, and is healthier than either.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

LIFE AND LETTERS OF JOHN HOWARD RAYMOND. By his daughter, Mrs. Harlan P. Lloyd. New York: Fords, Howard & Hulbert.

A most interesting biography has been in preparation during the past two years of Dr. Raymond, first President of Vassar College. The work has been done by his daughter, Mrs. Harlan P. Lloyd of Cincinnati. This volume contains the story of his life—his early associations, training, college education, law reading, conversion, theological study and subsequent career as an educator in Hamilton College University, and at Vassar. Dr. Raymond spent the first fifteen years of his professional life at "Madison University," in the village of Hamilton, among the hills of Northern New York; and the pictures we get of his intellectual and social enjoyment in that secluded spot, where the boyish professor ripened his precocious mind and matured his manhood, are refreshing to read.

His next five years were given to the University of Rochester, at Rochester, N. Y., of which he was one of the most active organizers; and the record of his Rochester life is full of interest. Mr. Raymond's return to Brooklyn and his labors there as the first President and organizer of the "Collegiate and Polytechnic Institute," form another epoch in his life. His delightful letters from Europe give us a view of the interior man, able, polished and full of the best enterprises

The year 1864 finds him grappling with the then untried experiment of a college for young women, and the origin, development and successful establishment of Vassar College, whose fame will stand as a monument to his varied and accurate knowledge of educational requirements, his sound judgment in educational processes, and his consummate skill in the management of men and affairs, constitute a story of abiding interest.

The many graduates of these institutions, the numerous personal friends and pleasant acquaintances of Dr. Raymond, as well as the many friends of education will enjoy this record of a modest, unassuming but thoroughly efficient and admirable life. It is especially a book for American educators.

THE LONGFELLOW BIRTHDAY BOOK. Arranged by Charlotte Fiske. Boston: Houghton, Mifflin & Co.

This compilation is destined to be very popular. It is a double illustrated diary. On the left page there are quotations for every day of the year, on the right names of persons who were born on these dates. Thus, on Jan 12, we have "Geo. Winthrop, 1588, Pestalozzi, 1746, Kunnyson, 1810." In the blank spaces the names can be inserted. The selections set opposite the birthdays are either what the poet has written for the person, or it is arbitrarily applied by the compiler to indicate some trait of life or work in the character or characters on whose day the appear. The volume will be valuable in many ways. It will show the manifold mind of the poet. What a variety of themes and thoughts, and how beautifully has he uttered his thoughts.

THE KING'S MISSION AND OTHER POEMS, By John Greenleaf Whittier. Boston: Houghton, Mifflin & Co.

This little volume will be welcomed by the lovers of genuine poetry. In the Prelude he invites his old and young friends to meet and hear his even-song. The "King's Mission" tells the story of the ending of the persecution of the Quakers. This is followed by other poems, among which "The Minister's Daughter" will be held as the favorite.

THE SERVANT GIRL QUESTION, By Harriet Prescott Spofford. Boston: Houghton, Mifflin & Co.

The subject debated by the author is one that has assumed an importance of late years. The solution proposed is that the business of serving should be learned, thoroughly learned. The mistress of a house is not to be expected to know how to do all kinds of work. "A woman does not need to know how to make bread in order to know that bread is bad," but she does need to know how if the bread is bad. A training school for servants is strongly and sensibly advocated where cooking, laundry-work, chamber work, neatness, precision, frugality are taught.

Mrs. Spoffard is right. The servant girl-question and the teacher-question are in the same fix precisely. Both are solved in the same indiscriminate way. The green-hand from Ireland is set to cleaning the china, dusting the oil paintings, and the like; the green-hand from the farm house is set to grinding and storing the memory, exercising the judgment, employing the reason and judgment. A training school by all means.

MAGAZINES.

The *Literary World* for February 26th is a "Longfellow number," and fifteen pages are devoted to tributes to the dear old poet who is enshrined in the hearts of American people. Among the contributors are Paul H. Hayne, T. W. Higginson, Margaret J. Preston, Horace E. Scudder, E. E. Hale, Amanda B. Harris, Katharine Lee Bates and Ray Palmer. The tributes are in poetry and prose, and among the latter are articles on Longfellow as everybody's poet, his sonnets, American history in his poems Hiawatha, Evangeline, his religious poetry, Golden Legend, his prose writings and place in England and the South, descriptions of the Longfellow jug and birthday-book, and list of all of his published works. That the number is a truly delightful one goes without saying, and we advise every one who will not receive it as a subscriber to send ten cents to Boston, and have at least the Longfellow issue of the *Literary World*.

In a smaller, but no less bright manner, the *Christian Union* pays its tribute to the Cambridge Poet in an illustrated supplement to its issue for February 23rd. In this Lyman Abbott narrates the story of Henry Wadsworth Longfellow and his works, gives his portrait, a glimpse of the staircase, the study and nursery, fire-place of his home, and pictures of the Wayside Inn, the Charles River, the Iron Pen presented by Miss Helen Hamlin and commemorated in verse, the Fire of Drift-wood and the Rainy Day.

The *National Sunday-School Teacher* for March, besides the lessons and editorial departments, presents the following table of contents:

Our Older Scholars By Mrs. Jennie F. Willing.

Making Bible Study Interesting. By Clara F. Guernsey.

Mrs. Solomon Smith attends a Sunday-school Convention. By Pansy.

Sunday school Alms Giving. By Margaret E. Sangster.

The Children's Special Mission Service. By Rev. W. F. Cratts.

The Teacher's Art of Putting Things. By Rev. J. A. Worden.

Diamonds in the Rough By Ray Palmer, D.D.

The Home and the Primary Teacher. By Mrs. M. G. Kennedy.

Quarterly Review Outline and Suggestions. By the Editor.

Chicago: Adams, Blackmer & Lyon Publishing Co., 147 and 149 Fifth avenue.

One of the handsomest of publications is the *Illustrated Scientific News*. Every number contains thirty-two pages, full of engravings of novelties in science and the useful arts. Ornamental wood work, pottery, vases and objects of modern and ancient art are finely shown. The March number contains, among various other subjects illustrated, a full description of the manufacture of paper-hangings, with engravings: how the deceptive curve is produced in casting the ball by the baseball pitcher, his attitude, how he holds and handles the ball, all fully illustrated. The number before us also contains engravings of Capt. Eads' proposed ship railway across the Isthmus, and a novel hydraulic railway locomotive. In addition to all this it contains many valuable recipes for artisans and housekeepers. This publication will be found instructive and entertaining to all classes. Published by Munn & Co., 37 Park Row, New York, at $1.50 a year, and sold by all news dealers.

GENERAL NOTES.

LITERARY ANNOUNCEMENT.—Cassell, Petter, Galpin & Co. will issue a series of new and original volumes on subjects of widespread interest, to be published under the title of "Cassell's Popular Library." The first volume of the series, entitled "History of the Free Trade Movement in England," by Augustus Mengredin, will be published early in March and will be followed by "Lives of the Covenanters," "Boswell and Johnson," "The Life of Wesley," "Domestic Folk-lore" and "American Humorists."

FROM N. B. HENRY, teacher of English language and literature in the Cape Girardeau, Mo., Normal School: "The copy of your SCHOOL MANAGEMENT sent to the *Normal Worker* receives notice in its columns; but I am so well pleased with the matter it contains, and with the pointed and original manner in which most of it is treated, that I cannot help addressing you personally, in congratulation on your success in giving to the teacher a *book that he can use*. It is a gem."

From Prof. J. Baldwin, president of North western Normal School: "I have carefully examined the SCHOOL MANAGEMENT. It is a jewel. Every page breathes instruction and inspiration. I can safely urge every teacher to secure a copy. Where else can so much of the best of help be secured in so brief a form?"

J. BALDWIN.

BOOKS RECEIVED.

British Thought and Thinkers, by George S. Morris, A.M. 12mo., price $1.75. Chicago: S. C. Griggs & Co.

The Longfellow Birthday Book, arranged by Charlotte Fiske Bates. Price $1.00. Boston: Houghton, Mifflin & Co.

The King's Mission and Other Poems, by John G. Whittier. Price $1.00. Boston: Houghton, Mifflin & Co.

The Life of Jesus, by James R. Gilmore and Rev. Lyman Abbott, D.D. 16mo., 840 pages, cloth $1.75. New York: Fords, Howard & Hulbert.

Chips from the White House, compiled by Jeremiah Chaplin. Cloth, 500 pages. Boston: D. Lothrop & Co.

A Graduating System for Country Schools, by Alex. L. Wade. Cloth, 450 pages, price $1.50.—New York: A. Lovell & Co., 42 Bond st.

The Teacher's Manual, by Hiram Orcutt, M.A. Cloth, 270 pages. Boston: Thompson, Brown & Co.

First Lessons in Arithmetic, by Prof. Edward Olney. Boards, 144 pages, price 20c. New York Sheldon & Co.

A Graded Spelling Book, by H. F. Harrington, Supt. Schools, New Bedford, Mass. Boards, 92 pages. New York: Harper & Bros.

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THE LADIES AGENTS WANTED for "The Ladies of the White House or in th Homes of the Presidents," the most interesting book of WASHINGTON LIFE ever published. A History of every Administration from [redacted] OF THE WHITE HOUSE Washington to the present time. Includes much Personal and Private history never before published. For circulars terms and full particulars, address BRADLEY & CO., No. 66 N. Fourth St., Phila., Pa.

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Hop Bitters so freely advertised in all the papers, secular and religious, are having a large sale, and are supplanting all other medicines. There is no denying the virtues of the Hop plant, and the proprietors of these Bitters have shown great shrewdness and ability in compounding a Bitters, whose virtues are so palpable to every one's observation.—*Examiner and Chronicle.*

LONDON has reached its cat show, and the laft one contained some really remarkable creatures. Many of them were prized at $500 each.

To Accomodate the Public.

The proprietors of that immensely popular remedy, Kidney-Wort, in recognition of the claims of the public which has so liberally patronized them, have prepared a liquid preparation of that remedy, for the special accommodation of those who from any reason dislike to prepare it for themselves. It is very concentrated, and as the dose is small, it is more easily taken by many. It has the same effectual action in all diseases of the kidneys, liver or bowels.—*Home and Farm.*

THE SCHOLAR'S COMPANION is an able publication, full of information for teachers and scholars. The publishers are E. L. Kellogg & Co., New York.—*School and Scholar.*

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Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and PREVENTS *consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.*

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Columbian Institute.

A good many people in this city seek after health quite as earnestly as they do for wealth. Many are surer of a decent quantity of the latter than they are of the former. Now the search after health is unfortunately begun at the drug-store, but sooner or later it is found that the proper employment of rest, food, clothing, sleep, air and water constitutes the art of hygiene or health keeping.

But one finds he cannot use water alone with satisfaction. All of us have bath tubs. We lack the arrangements to obtain temprature, and the appliances that will render bathing a certain art. In fact bathing is quite an intricate affair. The Columbian Institute has brought this matter to perfection, at least it seems more perfect than any we have inspected. It is located at 21 West 27th Street, and is thus easily accessible. You enter the house to find it a bright, pleasant place. Behind the parlor is a marble hall from which separate bathing rooms are reached. Entering one of these I took the "Moliere Thermo Electric Bath." Sitting in a cabinet, breathing good cool air, at a temperature of about 90° a profuse perspiration was induced. The sensation was very pleasant. There was none of the high heat of the Turkish or Russian Baths; and the cold shock afterward; one enjoyed the results.

The Electric Bath as given at the Columbian Institute is what thousands of sedentary sufferers need. To cure colds, catarrh, nervous prostration and a thousand other things. I recommend this bath as one gets electricity, perspiration, and stimulation. Another good feature is the privacy. Each person has his own room. The ladies as well as gentlemen avail themselves of these expensive and perfect arrangements. I am glad to bear testimony to the skill with which it is conducted by two educated physicians.

A. M. KELLOGG.

THE FEEDING OF INFANTS.—This subject was discussed at the one hundred and twelfth annual meeting of the Medical Society of the state of New Jersey, at Spring Lake, New Jersey, May 28 and 29, 1878. Special report for the *Medical Record*, Vol. 13, No. 23. (Extract from the report.) "Answers to this question differed with the residence of the physician—the country and city manifesting each its peculiar needs. The mother's milk is generally conceded to be the best for the infant, but even when this is abundant, it may be disadvantageous for the individual living on it, and a substitute be necessary. Country practitioners recommend cow's milk as the best substitute, while many in cities and towns speak highly of condensed milk. Of the preparations so various and so highly commended by those who put them on the market, the Imperial Granum seems to hold the first place in the estimation of medical observers. All agree in condemning the use of nursing-tubes as unclean, even with the best of care."

Its Action is Sure and Safe.

The celebrated remedy Kidney-Wort can now be obtained in the usual dry vegetable form, or in liquid form. It is put in the latter way for the especial convenience of those who cannot readily prepare it. It will be found very concentrated and will act with equal efficiency in either cases. Be sure and read the NEW advertisement for particulars.—*South and West.*

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Coughs, Colds, Croup, Whooping Cough, Asthma, and all Affections of the Throat and Lungs.

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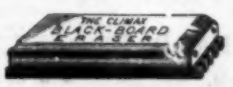
ERA 

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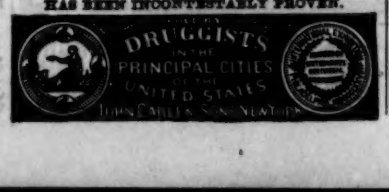

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